

The thursday report

Concordia University, Montreal

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Laser Centre studies light, effects

Picosecond spectroscopy lab only one in Canada

by Stuart Oakley

There is a small room on the 11th floor of the Henry F. Hall Building. Within lies a remarkable machine that allows for the study of light and its effects on chemicals. The room is the nerve centre for Picosecond Spectroscopy in the Department of Chemistry at Concordia.

The unique thing about the centre is that it is the only one in Canada that enables both students and people from the industrial world access to its facilities. People come from just about everywhere to do research at the centre. David Sharma, head of laser operations at the centre, says there are a number of good reasons why people choose Concordia to do their research. "We are very accessible in that I can usually book someone into the center with a month's notice. Other places in the United States, for example, have a very long waiting list. We also give good service, and are quite reasonable in terms of cost," says Sharma. The centre currently charges a flat fee of \$50 per day to its users.

Another unique quality is that Sharma was the first person in Canada to create a picosecond laser for use in chemistry.

Developed at NRC

"No chemistry department has had a picosecond laser for research before," says Sharma. He developed the picosecond laser for chemistry while working at the National Research Council (NRC) between 1974 and 1978.

Spectroscopy is the study of light and how it affects things like chemicals; in short, how light behaves. A picosecond is the pulse of the light beam or laser which is measured at 10 to the -12th of a second.

Part of the research done at the centre deals with solar energy. Cooper Langford, Associate Vice-Rector for Research at Concordia and part of the Chemistry department, is currently using the centre's laser technology in his research on the effects of certain chemicals in the environment. By using solar energy, Langford hopes to degrade harmful elements, such as PCBs from our environment, says Sharma.

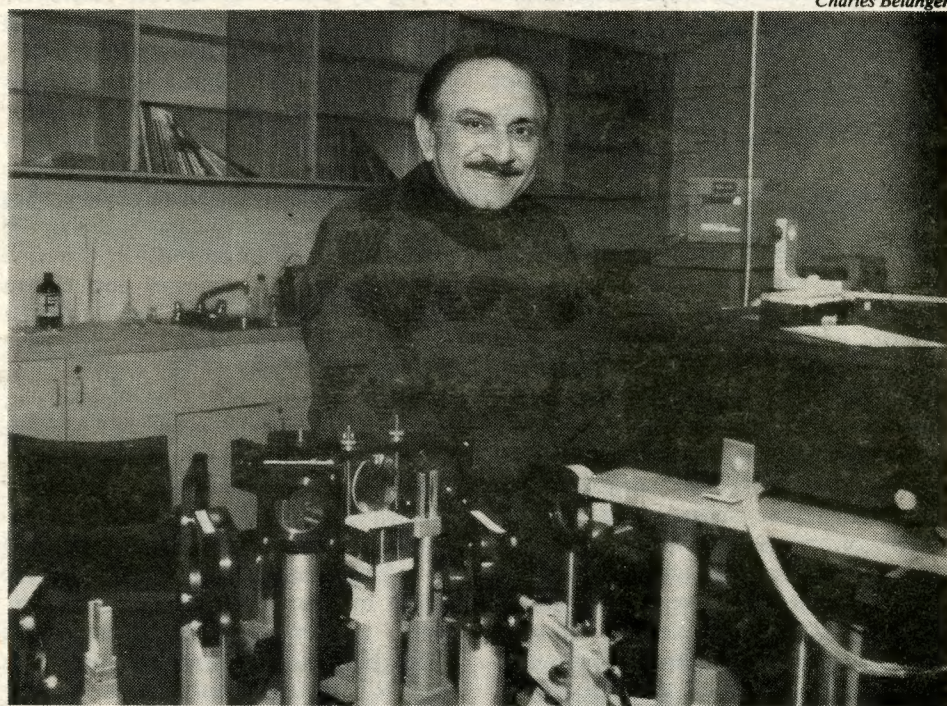
Other research may involve bio-

chemistry applications or medical applications.

"Research really depends on the chemical used and what effects the picosecond laser has on that chemical," says Sharma.

The picosecond laser is not an industrial laser in the sense that it cannot cut through solid material. As of yet there is no real industrial application, it is solely for research purposes, though industrial scientists do use the facilities.

Sharma received his doctorate in Chemistry from Bauaras University in India and taught in England before coming to Canada in 1973. He is currently teaching quantum mechanics at Concordia. This is his first semester teaching at the University since he established the Canadian Centre for Picosecond Spectroscopy at Concordia in 1981. The centre has been in operation since 1983 and has been funded by the Natural Sciences and Engineering Research Council of Canada (NSERC) at a cost of \$500,000.



Charles Bélanger

Says the proud head of laser operations at Concordia, David Sharma, "No chemistry department has had a picosecond laser for research before."

Major survey launched to solicit views on life at Concordia

by Ken Whittingham

What do you really think of Concordia? Whatever your opinions, you may soon have a chance to share them with the rest of us.

The University is conducting a six-month-long "attitudinal survey" to determine people's impressions of our programs, our services, our facilities, and how we contribute to higher education in general.

Developed with the assistance of the communications marketing firm of Kelly Lavoie and IDM Research, the survey includes a mix of focus groups, face-to-face interviews, telephone interviews and written questionnaires. Queries are being directed primarily at students, faculty, staff and alumni, but several outside

groups have also been targeted (such as parents, CEGEP students and advisors, and members of the business community).

The project is probably the most wide-ranging attitudinal survey ever undertaken by the University to deter-

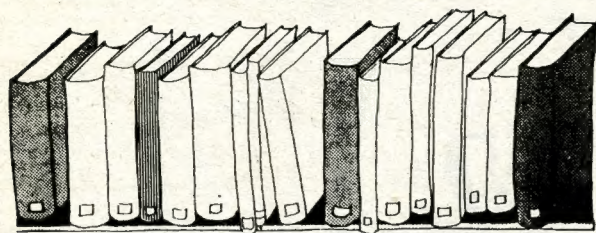
mine people's perceptions of who we are and how we perform. Those questioned will include present and potential anglophone and francophone students (both graduate and undergraduate), their parents, potential employers of Concordia

See SURVEY page 14

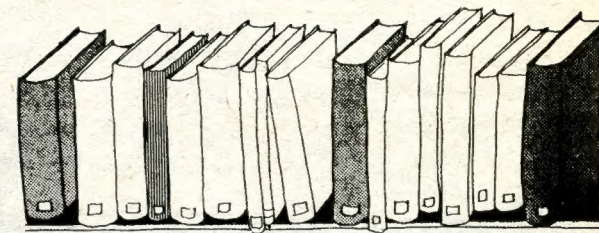
INSIDE:

Note: Due to the Easter Holiday there will be no TTR next week, but this week's is chock-full.

- The *Annual Report* of the Ombuds Office, pp. 5-12
- Library News, pp. 2-4



Library News



Discovering Citation Indexes

If the term "citation index" strikes a less-than-familiar chord, you may find that the citation indexes in your libraries are undiscovered treasures. *Science Citation Index* (SCI) and *Social Sciences Citation Index* (SSCI) provide researchers with several means to identify publications on topics which may range from highly specific to broad and inter-disciplinary.

SCI and SSCI, like other indexes to the literature, create subject and author indexes to articles appearing in a large number of journals. Unlike other indexes, however, they also provide access to the literature of a subject field from a unique approach, that of linking citing and cited literature. The underlying principle is that there is a meaningful relationship between the works of authors when one is cited by or cites another. Indeed, when an author cites a previously published work, this transmits the message that there is some reason for bringing it to our attention; we assume that the cited work has some relevance to the subject and may be worthy of investigation. The reverse can be said as well: articles which cite a work of known relevance have the probability of being useful and relevant. Citation indexes enable us to discover articles with this potential relevance, using as a starting point known works which these new articles cite in their bibliographies or footnotes. The evident advantage of this method of literature searching should become apparent: we are moving our research forward in time, obtaining more

recent papers on a topic, as opposed to the traditional practice of tracking down references given in our starting article and which naturally pre-date it. The following is a summary of the various parts of the citation indexes and how they are used as an integrated unit.

"*Citation Index*" is an alphabetical listing by author of all the references (cited items) found in footnotes and bibliographies of journals covered in SCI or SSCI. To search the Citation Index you would check the name of any author known to have published material relevant to your subject. If any of this author's previously published works have been cited during the period covered by the index you are consulting, the cited item will appear in order of publication date. Following each cited item on the list will be the names of all authors who have cited the particular work, with a brief reference to the source publication in which the citing appeared. For a more complete description of the citing item, that is, the source article, one must proceed to the *Source Index*.

The *Source Index* is the alphabetical list of authors of the source articles (which are also the citing articles that appear in the Citation Index arranged under the names of the authors they have cited). First authors only are listed, with the title of the article(s), and bibliographic information about the source publication. In addition, the Source Index gives the corporate affiliation (name and address) of first authors. Names of second and other authors refer

Concordia Librarians Publish Book

We are pleased to be able to report that two Concordia librarians, Joy Bennett and Gabriella Hochmann, are the co-compilers of a recently published annotated bibliography on the critical works written on Simone de Beauvoir. The bibliography is international in scope and includes criticism written in all major European languages — English, French, Spanish, Italian and German. References are given to general critical articles and books, book reviews, interviews and obituaries. Annotations are objective rather than critical, but cross-references are given to opposing opinions and extended discussions. For ease of use, the book is fully indexed.

This work should prove to be invaluable to students and scholars in the areas of women's studies, literature and philosophy as well as anyone with a curiosity about the woman who has an Institute named after her at Concordia University!

The full reference for this work is as follows: *Simone de Beauvoir; an annotated bibliography*. Compiled by Joy Bennett and Gabriella Hochmann. New York: Garland Publishing, 1988 (volume 774 in the series, Garland reference library of the humanities).

the reader to the first author for the complete reference. A researcher can, of course, check for the most recent journal papers of any author by looking at the Source Index for the current year. The indexes appear bi-monthly and are cumulated in an annual volume at year-end.

The *Corporate Index* can be consulted to locate works of authors affiliated to a particular organization. There are two sections to the Corporate Index, a Geographic section and an Organization section. Knowing either the location (country and city) or name of an organization (research institute or university department, for example) will give access to the names of those affiliated authors who have published in the particular period. Once again, the Source Index would be consulted for the full description of the source item.

Permuterm Subject Index of SCI and SSCI is a natural language index which permits searching by subject, using search terms which would be expected to coincide with the language of authors currently writing in the field. Titles of the source articles are indexed in such a way that every significant title word is paired with every other significant word in that title. For each two-word combination which occurs once or more in the titles, the first authors' names are given. The Source Index is used to obtain all bibliographic detail. In using such natural language indexes it is important to consider possible variations in terminology which authors might use. New terms which enter a research field are immediately picked up by such indexes and lead the researcher to the latest publications on any topic. The Permuterm Subject Index can also be useful if you have only a partial or incomplete reference to an article title, with no other information to help locate the source.

Citation indexes play another, and

more contentious, role in citation analysis. They enable us, and others, to see how often any work has been cited from its publication date until the present. Researchers may find this to be of real interest as they discover others who are presumably working in a related area. There can be a glow of satisfaction (or of surprise) that someone actually read your Master's thesis, or at least parts thereof! The citation index databases are amenable to extensive analysis, including that of frequency of citation of individual works, authors and journals. How such analyses are interpreted is, of course, the contentious issue. Using frequency of citation as evaluative criteria has many critics, primarily because quantitative rather than qualitative factors are the determinants. The producers of SCI and SSCI, the Institute for Scientific Information, Inc. (ISI) state that such strictly quantitative and objective counts have an admitted limitation, but that "an author's or a paper's frequency of citation has been found to correlate well with professional standing." They do not claim that frequency of citation should be used as a sole measure for any purpose, but believe that it provides "a useful objective criterion not previously available."

To draw your own conclusions about citation indexes, take a look at SCI and/or SSCI at the Concordia Libraries. *Science Citation Index* is at the Science and Engineering Library (call number INDEX Z 7401 S365) while *Social Sciences Citation Index* is available both at Norris and Vanier Libraries (call number INDEX H 50 S65 +). ISI also produces *Arts and Humanities Citation Index* which is not available in print form at Concordia but its database version can be accessed online. Concordia's reference librarians will be happy to help you discover the citation indexes.

Computerized Reference Service

Now that the libraries have introduced CD-ROM, don't forget that we also still offer online database searches!

The computerized Reference Service is a dialogue with a computer which provides the user with a tailor-made search of the literature on a given topic. Computer searches are conducted on databases which often correspond to printed indexes such as *ERIC*, *BIOLOGICAL ABSTRACTS*, *INDEX MEDICUS*, *PSYCHOLOGICAL ABSTRACTS*, *SOCIOLOGICAL ABSTRACTS*, etc.

This service is open to the Concordia community: students, faculty, researchers, administrators, and other staff.

Concordia has contracts with several vendors, and can access approximately

400 databases in the areas of science, technology, business, medicine, economics, social sciences, humanities, fine arts and current affairs.

The computer can save the user involved in complex research many hours of going through volumes of printed indexes; it is more up-to-date than printed indexes; it can combine several concepts in a single step, thereby offering a highly personalized service.

A search usually costs about \$10, but charges can vary.

For more information, ask at the Reference Desk in any of the libraries, or contact your Subject Librarian (who will perform the search for you) for an appointment.

Suggestions!

To The Head Librarian:

Recently, it has been impossible to find a seat in the Science and Engineering Library. It has come to my attention that many of the occupied seats are being taken up by students belonging to other faculties (sic) (i.e., Commerce, Arts, etc. ...).

Similarly, other students come in early in the morning, deposit (sic) some books at a desk, and subsequently leaving (sic) the library to attend classes or other functions (sometimes for hours at a time). Their inconsiderate ways/actions are depriving (sic) science students (for whom the library was meant for) of studying space.

Can immediate action be taken to rectify this problem.

• • •

This letter addresses two age-old problems in the Science and Engineering Library (S.E.L.).

The first problem relates to the fact that science and engineering students often cannot find any seat free in S.E.L.

This is particularly frustrating for those who must make use of the Reference, Index and Periodicals collections. Materials in these collections do not circulate and therefore, must be used in the library. It is very difficult to use them while you are standing up!

What is the solution to this part of the problem? Concordia Libraries are open to all Concordia students. Since there are so many classes given in the Hall Building it is obvious that students who are between classes would like a place to study in the same building. Thus, many non-science, non-engineering students gravitate towards the Science and Engineering Library.

There are actually three "rooms" in the Hall Building which fall under the jurisdiction of S.E.L. There is Room 431 (an open room with no collection and

where group discussion is perfectly acceptable), Room 437 (the SEL Periodicals Reading Room, consisting of back runs of journals only) and Room 1031 (the Science and Engineering Library, consisting of all the rest of the collection and all services). We would *strongly recommend and very much appreciate* if students not requiring the non-circulating materials on the 10th floor make use of the rooms on the 4th floor. There are no staff available to enforce such a recommendation so we are relying on the consideration of one library user for another to try to solve the seat shortage problem.

The second area of concern expressed in the letter relates to students who leave their books in a certain spot for hours while they leave the library. The

bottom line as far as the libraries are concerned is *there are no reserved seats*. Anyone who leaves unattended possessions for any length of time risks having them taken during their absence. The libraries have many signs posted warning users of this (sad-but-true) fact.

If you notice that a seat has not been sat upon for a reasonable amount of time, e.g., more than the amount of time it takes to get to the bathroom and back, feel free to use that seat. If there are notebooks or other items on the table or carrel, just push them aside. The security of those items is the sole responsibility of the owner.

Once again, there are no staff who can be assigned to monitor unoccupied seats so don't be shy — if you see a vacant seat, sit down!

Oversize Books

Oversize books are volumes that are too large to fit properly onto the regular sized library shelving. At Norris and Vanier Libraries, these books are kept in a separate area — the Oversize collection. Here, wider shelves allow these *BIG* books to stand upright. The Oversize collection at Norris is on the 6th floor near the Circulation Desk. At Vanier, Oversize books are shelved along the north wall on the second floor. Books shelved in these areas can be identified by the O-S designation (above the call number) on the cards filed in the Catalogue and on the spine labels of the books themselves. Oversize books can be borrowed just like any other books in the library's circulating collection. However, because the size of these books makes their bindings fragile, we ask that you return any of these books directly to the Circulation Desk instead of pushing them into the Return Book Drop where they may easily be damaged.

Let Our Fingers Do The Walking

As most library users know, computers are more and more commonplace in today's libraries. Terminals are visible in various areas and are used for a variety of tasks, e.g., lending books and producing customized bibliographies.

The staff providing Reference Service are also frequently seen sitting in front of VDT monitors near the Reference Desks in all three libraries. What these staff are doing may come as a surprise to those of you who have never made use of this service. Through a number of databases and networks, they are locating specific items you require for your study or research in some other library. These items may be books, journals, conference proceedings or reference materials.

The search in essence checks the

computerized versions of library catalogues (for example, CISTI — Canada Institute for Scientific and Technical Information — in Ottawa) or the catalogues of a whole group of libraries at once. The REFCATTS database lets us know what is available in the collections of major Canadian libraries which use the UTLAS automated cataloguing system.

Locally, Concordia, McGill, Université de Montréal, Ecole Polytechnique, and Ecole des Hautes Etudes Commerciales all participate in this system. You can obviously save yourself a lot of time by asking if a publication is available elsewhere in Montréal, rather than trekking all over the city and possibly never finding what you are looking for.

As with many computerized sys-

tems, this type of system works best for titles published recently, i.e., in the last fifteen years.

However, since many libraries have input or are in the process of inputting machine-readable records for all their materials we are now finding that even older publications can be found in these databases.

Researching a topic is a very time-consuming undertaking.

Tracking down references in libraries outside Concordia can be extremely frustrating and inefficient. Why waste your time when you don't have to? If you feel you might need this service ask about it at any Reference Desk. The Reference Librarian will tell you if it's the right solution to your particular problem.

For material not available at Concordia (whether it is in Montreal or not), there is always the other option of requesting the item via the Interlibrary Loans Service (ILL). Check the *Library Owner's Manual* on the pamphlet entitled "Interlibrary Loans — Information for Borrowers" for details on this service.

Good News For Diploma Students

Any student currently enrolled in a *Graduate Diploma* program may now obtain a CREPUQ card which entitles them to borrow material from other Québec and Ontario university libraries — generally two-week loans for books. (CREPUQ is the acronym for Conférence des recteurs et principaux des universités du Québec, an association of Québec universities.)

The following are the programs which are included: Accountancy, Adult Education, Advanced Music Performance Studies, Art Education, Art Therapy, Communication Studies, Community Politics and Law, Computer-Assisted Learning, Computer Science, Early Childhood Education, Ecotoxicology, Institutional Administration, Instructional Technology, Journalism, Library Studies, Sports Administration, Teaching Mathematics, Theological, Religious and Ethical Stud-

ies and Writing/Translation. Previously CREPUQ cards were only given to students pursuing Master's or Doctoral degrees.

To arrange to obtain a CREPUQ card, telephone the Office of the Director of Libraries at 848-7694 (Room 704 in the Norris Building) or the secretary to

the Head, Vanier Library at 848-7771 (Room 206 in the Vanier Library). You *must* bring your Graduate Studies Registration Form (contract) and preferably also your ID card with you when the card is issued. These are the documents need to confirm your status as a graduate student with the library.

The Gift of Music

The record collection in the Non-Print area of the Vanier Library will be significantly enhanced by a recent donation of 725 records from Kevin Austin, Assistant Professor, Music Department. The donated collection consists mainly of classical recordings including the complete works of Mozart (symphonies, chamber music, piano and organ works). A few of the many other composers are

Beethoven (including performances by Vladimir Horowitz), Handel, Mahler, Schoenberg, Stravinsky and Wagner. In addition to the large classical collection, there is ethnic music from cultures around the world and some recordings of sound effects. With the addition of these recordings, the Vanier Library can offer the Concordia community access to well over 5,000 records.

Keeping Informed

"Library News" is a four-times-a-year feature prepared for *The Thursday Report* by Concordia Librarians. "Library News" gives you a chance to keep up to date with the latest developments in the Concordia Libraries. We hope that "Library News" will attract comments, contributions, etc. If you have something to say, simply write to *TTR*, and if you have something to include in "Library News," please contact the editor, Lee Harris, at 848-7724.

Concordia University Libraries Easter Hours 1989

MARCH 24th TO 26th

	FRIDAY	SATURDAY	SUNDAY	MONDAY
NORRIS LIBRARY				
OPEN FOR STUDY	10:00-18:00	09:00-18:00	10:00-18:00	10:00-22:00
CIRCULATION	CLOSED	09:00-17:45	CLOSED	10:00-17:45
REFERENCE	CLOSED	12:00-17:00	CLOSED	12:00-17:00
GOVERNMENT Pubs.	CLOSED	12:00-16:45	CLOSED	12:00-16:45
NON-PRINT	CLOSED	13:00-16:45	CLOSED	13:00-16:45
SCIENCE & ENGINEERING				
OPEN FOR STUDY	10:00-18:00	09:00-18:00	10:00-18:00	10:00-22:00
CIRCULATION	CLOSED	09:00-17:45	CLOSED	10:00-17:45
REFERENCE	CLOSED	12:00-17:00	CLOSED	12:00-17:00
VANIER LIBRARY				
OPEN FOR STUDY	10:00-18:00	09:00-18:00	10:00-18:00	10:00-22:00
CIRCULATION	CLOSED	09:00-17:45	CLOSED	10:00-17:45
REFERENCE	CLOSED	12:00-17:00	CLOSED	12:00-17:00
MICROFORMS	CLOSED	12:00-17:00	CLOSED	12:00-17:00
NON-PRINT	CLOSED	12:00-16:45	CLOSED	12:00-16:45

Library Staff Requirements! Dialogue

The following appeared recently in *Library Journal* and takes a tongue-in-cheek look at what qualities one would seek when hiring library staff — from student assistants to the head of the library.

The librarian should (1) be short to reach the bottom shelf easily; (2) have long arms to reach the top shelf; (3) be thin to fit in small spaces; (4) be strong to move library furniture, shift the collection, and move full bookcarts; (5) have a memory which recalls all users' names and where all items are in the library, especially those that are not in a normal place (at the bindery, in oversize shelving, storage items, etc.).

And you thought it was easy to work in a library?

Here are a few samples of the questions that people have asked at the Reference/Information Desks in Concordia libraries:

QUESTION: Do you have any books about scorpions?

ANSWER: Yes. There is a book entitled *The Life of the Scorpion* at the Vanier Library (call number QL 458 S4F3). This question was posed in the Science and Engineering Library but the book was at Loyola. Sometimes books are not found in the library which seems the most obvious location!

QUESTION: The book I need has been borrowed by someone else; I'd like to know who has it.

ANSWER: The identity of library users is *always* kept confidential. Material that is borrowed by another user may be requested via normal procedures.

Where is Vanier Non-Print?

Until the renovation and final completion of the Vanier Library, Vanier Non-Print is temporarily located in the Drummond Science Building, Room DL-200. We have added a CD player to the equipment in Vanier Non-Print and have started to develop a collection of compact discs for your listening pleasure.

With Thanks To:

Contributors:

Joy Bennett
Vicki Lacroix
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Karen Mullett
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Judy Appleby
Louise Carpentier
Freda Otchere
Lee Harris, Editor

INTERNATIONAL DEVELOPMENT AND EDUCATION AT CONCORDIA WORLD UNIVERSITY SERVICE OF CANADA (WUSC) INFORMATION SESSION

WEDNESDAY, MARCH 22, 1989
HALL BUILDING, ROOM 762 11:30

World University Service of Canada is a non-profit international organization which encourages the participation of members of Canadian educational institutions in economic and social development in both Canada and developing countries. Programmes include international seminars for students and professors; sponsorship of refugee students; on-campus sales of crafts from cooperatives and artisans in developing countries.

All members of the Concordia community are invited to a presentation on WUSC's activities and on the possibilities for greater involvement by Concordia.

Refreshments will be served.



OMBUDS OFFICE ANNUAL REPORT 1987-88

Case increase highest ever

This report covers the academic year 1987-88 and is submitted in compliance with the requirements of the Code of Conduct (non-academic) that the Ombudspersons "will issue yearly a public report indicating the nature and extent of their operation."

The report consists of a review of selected cases and issues together with observations and comments on the caseload for the year under review. A section of recommendations appears at the end.

The number of cases we received last year was the highest ever, an increase of about 5% over the previous year. In the past decade, since the Ombuds Office began operating under a revised mandate and structure, the caseload has risen by two thirds from 429 in 1978-79 to 710 in 1987-88. Without a doubt, we are more efficient in our operations with 10 years' experience. At the same time, like many other departments in the University, the Ombuds Office staff are stretched to their limits. And, while a certain level of streamlining is useful, 'efficiency' in the usual sense can easily detract from the office's commitment to people and their problems, complaints and questions.

The statistical information for the year 1987-88 is included in tabular form as an appendix. As in other years, we note that statistics are an inadequate tool to describe an ombudsperson's work. Many cases do not lend themselves to precise classification and the tables should only be interpreted in the most general way.

Cases initiated by students

And then the floodgates opened. . .

The academic year 1987-88 will be remembered in the Ombuds Office as *The Year The Tuition Rebate Policy Changed*. More than 50 students complained about the change — more than we can remember seeing about any other single issue in as short a time. Undoubtedly, there were others affected who did not make their way to us. Most of the complaints came from students who claimed not to have known about the new policy and who had withdrawn from courses, expecting to get

some money back, only to discover that from September 1987 on no refunds were given after the course change period.

The change in Concordia's policy was made in order to clarify registration statistics to accommodate a new government funding policy. Unfortunately, the decision came during the summer, a time when it's hard to communicate with students. The timing of the decision — unavoidable according to the Vice Rector concerned — accounts for many of the problems that followed. The new policy

was approved by the Board of Governors too late to be included in the Undergraduate Calendar; publicity was not as effective as it might have been; and ignorance of the change subsequently cost a lot of students a lot of money. On top of that, no clear procedure was devised to consider exceptions to the rule and students who thought they had a case to make found themselves undergoing a frustrating runaround that usually ended at a brick wall.

Notes

1. The cartoons which appear in this report are adapted with permission from those by Raeside which appeared in the reports by Dr. Karl Friedmann, former Ombudsman of the Province of British Columbia. We have enjoyed including these cartoons in our report and the fact that we have seen them on office walls in the University suggests that others have enjoyed them, too.
2. Initials used in this report are not the initials of the parties involved in the reported cases.

Rebates, rebates, rebates

And more rebates

- Students who claimed that they had not received any information about the policy change were simply told they were wrong — according to administrators every student who registered was given an explanatory flyer — by mail for early registrants, by hand for those who registered in person.

- Students who sought refunds on the grounds that their decisions to withdraw had been guided by the old policy in the Calendar — the Calendar they are normally expected to rely on — were told that the Calendar also says fees may be changed.

- The Student Request Committees, the only bodies authorized to award retroactive DNEs (and hence retroactive refunds) took the position that they could not consider these cases; their mandates were to deal with academic matters and didn't extend to financial policies. The Vice-Rector, on the other hand, argued that the Committees did have jurisdiction. With no resolution to this question the matter was left at a stalemate.

In the opinion of the Ombudspersons, the Student Request Committees were right. At the same time, when they closed the one door open to students who thought their cases merited exception, the students had nowhere to turn but to the Ombuds Office. For most of them,

this wasn't very helpful. The Ombudspersons got the same back-and-forth arguments the students did.

Nevertheless, some individual cases and some more general problems did get attention.

- The Student Request Committees were willing to listen and award retroactive DNEs to students whose reasons for dropping courses late could be traced to a problem with the delivery of a course or to some other error or omission on the University's part.

- The Vice-Rector approved a refund for one early registrant when it became evident that he had not been sent the information flyer about the new policy. The case was unusual — maybe unique — insofar as the student had paid his fees in full when he registered in the spring. Subsequently, when the flyer was sent out to early registrants with their accounts statements, there had been no need to send a statement to this student as he owed no money. And so he hadn't been sent a flyer either.

- In May 1988, the Associate/Vice-Deans responsible for handling student requests jointly recommended the appointment of a separate University-wide committee to handle requests for refunds of tuition fees for non-academic reasons. The Ombuds Office strongly supported that recommendation. As far

as we are aware, the Vice-Rector has not yet made a decision.

- Many people, administrators and students alike, were concerned about the effect this policy had on international students whose fees are so much higher than those of Canadians and permanent residents of Canada. The Ombudsperson suggested to the Vice-Rector that a maximum dollar figure — the amount of Canadian fees — be assessed for any course withdrawal. (A dollar figure system is in effect for graduate students.) The Vice-Rector felt unable to consider any change in the policy at the time but indicated he might reopen the question.

- Many students who forfeited their fees after discontinuing courses complained when they received a bill a couple of weeks later for a \$10 course change fee. They remarked that this was like rubbing salt into an already nasty wound and that, in effect, it had cost them more to drop a course than to take one. The University agreed the students had made a good point. As of June 1, 1988 course change fees have not been charged to students who withdraw after the course change period.

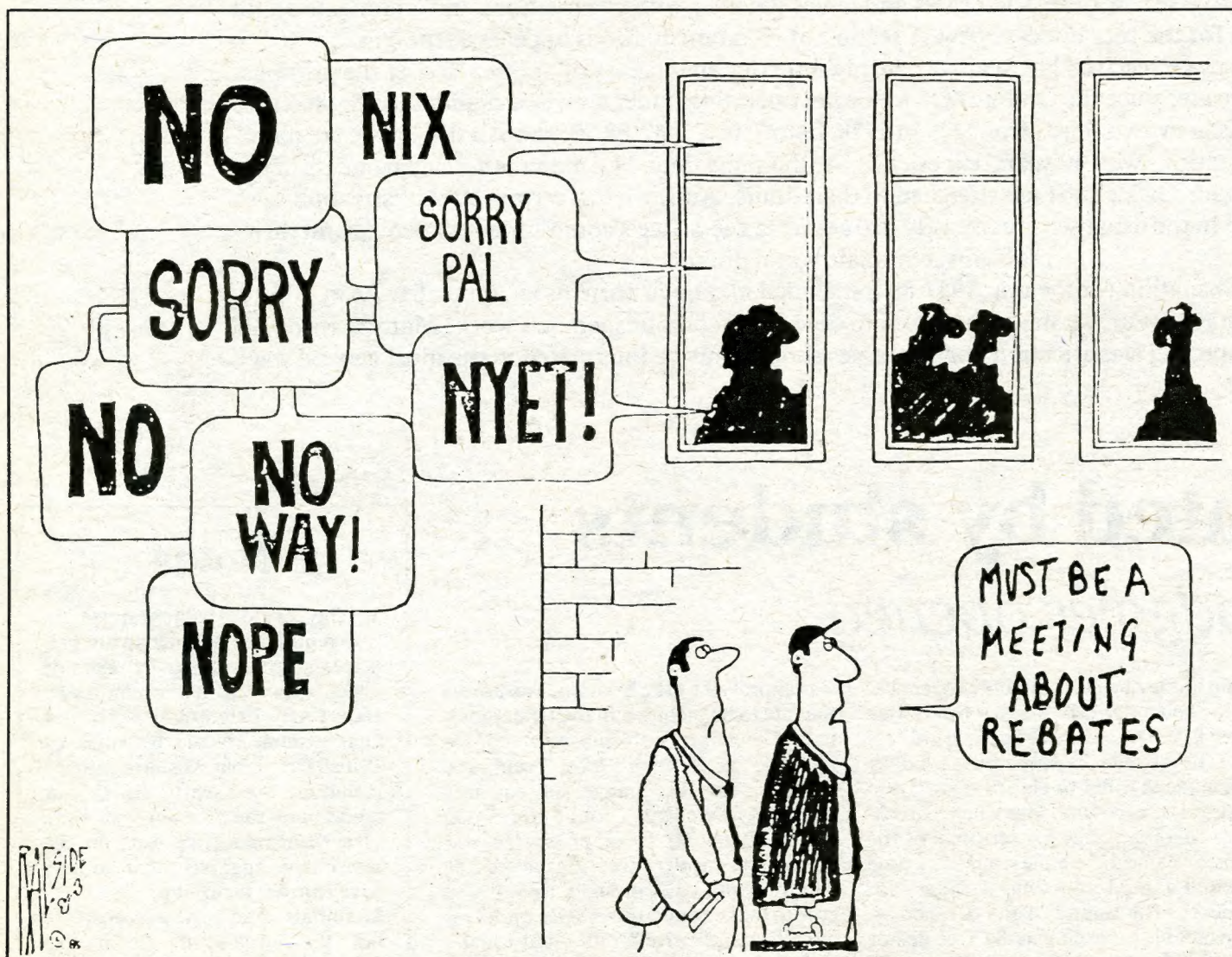
Given the inevitable difficulties which arise out of policies devised over the summer, anyone would have cause to wonder whether some flexibility ought not to be built into their implementation

in the first year. We also wonder whether, in this instance, the time and effort spent on a hard-line approach was value for money. While the point was clearly made that refunds would not be given after course changes, the exercise was costly. The Ombudspersons, academic advisors, and administrative staff at all levels spent dozens of expensive hours with these cases; staff felt frustrated; students felt angry and cheated; no useful lesson was learned. Certainly, the students whose cases were not dealt with will never believe the University treated them fairly.

Paper chase

Instructors often leave marked term papers, exams and assignments in departmental offices for students to pick up at their convenience. Sometimes a department secretary has charge of the papers but in other cases students simply go through the piles for their classes to retrieve their own work. A student brought her concerns about this system to the Ombuds Office. Ms. L had gone to her department to pick up a term paper. She was directed to a storeroom where papers were kept for a number of courses and told to find her own. After looking through the proper pile without success, Ms. L wondered whether there might have been a mix-up and she looked through several other piles, still without success. In the end, she went to the department secretary to report her work missing and she learned that several other students had made similar complaints. Ms. L was upset about the incident for several reasons. One, obviously, was that without the paper she couldn't review her instructor's comments; after many hours of research and writing, this was a real disappointment. But Ms. L also had more general concerns. She asked whether leaving papers and exams out in the open for other students to leaf through didn't conflict with the University's policy concerning the confidentiality of grades. She also wondered whether her paper (and the others that were missing) had been stolen and suggested that letting people go through the piles of papers without supervision left the way open to theft and to students plagiarizing from each other.

The Ombudsperson suggested that Ms. L write to the Chair of her department about her experience and, as a result, a more secure system has been instituted. However, because other departments operate like Ms. L's used to do, and because not enough thought seems to have been given to the issues of security and confidentiality she raised, we considered the case important to report. We recommend that all departments take the steps necessary to ensure that students' work is not accessible to other students.



Surprise, surprise!

Late in October, two graduate students came to the Ombuds Office with a problem that needed a quick solution. They had taken a course the previous summer and, because the project required was complex, the whole class had been given an extension of several months to complete it. The complainants expected that, until their final grades were in, their records would show that the course was IP (In Progress). But just after the projects had been submitted, and while the students were in the midst of applying for grants

and scholarships with a fast-approaching deadline, they discovered that their grades were not IP — they were Fail/Absent! Worried that the failure would appear on transcripts sent to granting agencies, the students called their professor, who promised to get the new grades in quickly. Still panicky, they asked around to find out whether any change could be made to the failures in the meantime. Could IPs replace the Fail/Absents temporarily?

The students were told that no alternative was possible. F/Absent

grades were final unless their instructor changed them and the Graduate Studies Office approved the change. This could not be done overnight. The students came to the Ombuds Office. Their chances for scholarships would be lost, they said, unless the grades were changed immediately. Would somebody please DO something....

The Ombudsperson's enquiry turned up the information that no grade sheet had been submitted for the course at the end of the Summer session and the Registrar's Office had closed the 'open'

grades with F/Absents. And why was there no grade sheet? Apparently, the instructor of the course hadn't known that grade sheets had to be submitted, final or not, even grade sheets where every student had IP. The case ends happily. The instructor got the grades in, the complainants' grades were changed to As, and the Registrar's Office has undertaken to contact any instructor whose grade sheet is outstanding before open grades are closed with F/Absent.

What's good for the goose...

The University's system for deferring examinations when students are sick, suffer a death in the family or have some comparable reason for missing an exam is centralized in the Examinations Office. Medical certificates and other documents are channelled through that office and Examinations staff decide if they will be accepted, arranges for MED notations on students' records, schedules replacement examinations, and so on. A centralized system encourages consistency and helps to protect the confidentiality of medical and personal information. It also helps to identify the odd student whose grandmother suffers three fatal heart attacks in different semesters or the student who gets sick every examination period and might benefit from help with exam anxiety.

On the whole, the system works well — but it only works for final exams. When it comes to mid-term exams, class

tests, and other kinds of term work, there is no system at all. Decisions on extensions, deferrals and make-up tests are solely at the discretion of individual course instructors.

This has led to a number of complaints about inconsistent treatment. One instructor may accept a medical certificate and allow a student an extra week to write a paper; another may reject the same medical certificate. In one class, an unexpected business trip is a good reason to miss a test; in another it

may be just too bad that the trip was on the wrong day. Some instructors, unaware that students are not normally required to provide precise details about medical diagnoses or procedures, insist on knowing what the problem was. Occasionally, faculty have been tempted to make judgements about a student's illness that were not theirs to make. ("Migraine? Oh, my sister gets migraines every day. That shouldn't have stopped you from writing an exam!")

Another thing that sometimes pre-

vents students from writing exams at scheduled times is their religious beliefs. Orthodox Jewish students for example, cannot write on Friday evenings or Saturdays. When it comes to final exams, these students can write at an alternate time, normally on the following Sunday. But, again, for mid-terms, tests, and so on, no general policy or practice is in place.

This becomes a problem when departments hold common mid-term exams on Friday nights and Saturdays so that all students in multi-section courses can be tested on the same material at the same time. Several Jewish students have complained that their instructors weren't prepared to give them an alternate date for mid-terms. Instead, they proposed to excuse the students from the exam and add the missing marks to the weighting of the final. The complainants objected to this arrangement. First, they felt that if they didn't write a mid-term, they'd lose an opportunity for feedback. Secondly, they thought they might be disadvantaged by putting more eggs than others into the final exam basket. And thirdly, the students said, they didn't want to be evaluated by a different scheme simply because of their religious beliefs. When complaints about the absence of alternate mid-terms were brought to the attention of the Associate Dean of the Faculty of Commerce and Administration, he introduced a requirement that all mid-terms held on Friday nights and Saturdays in that faculty must have an alternate exam available. The chair of a department in another faculty which generated some of these complaints is currently considering our recommendation that he implement a similar policy. Better still would be a University-wide policy that made alternate mid-terms as routine as alternate final examinations.

There seems to be no good reason for having clear regulations and procedures governing final examinations and none at all for mid-terms or other in-course work. We recommend that the University extend the regulations to cover all kinds of coursework in a consistent way.



Put it in writing

Students who register early in the spring for the next academic year must pay at least half their fees by August. Early registrations are cancelled if payment isn't made and cancelled students must register all over again. But there is one group of students for whom the University makes an exception. These are students who receive government financial aid and who cannot afford to pay until their money arrives.

Mr. D was waiting for financial aid but he didn't know that he could defer his fees. With no money to make his August payment, he let his early registration lapse. About a week later, when he made enquiries about reregistering, he learned that if he had explained why he was broke before the payment deadline, he could have had his fees deferred.

Mr. D argued that this wasn't fair; nothing he had heard or read suggested that he should tell anyone he could not pay. "Shouldn't that information be published somewhere?" he asked. The Ombudsperson agreed that Mr. D had made a good point. What's the use of having a tuition deferral option available if students have a hard time finding out about it? We recommended that information about the policy be published in early registration information packages. The recommendation was accepted. In addition, the Student Accounts and Financial Aid Offices offered to include the information in the Calendars and the Guide to Financial Aid and Awards.

Justice delayed . . .

The Ombuds Office often receives complaints about procedures which seem to take too long. A large number of re-evaluations are not completed in the time stipulated; Code of Conduct complaints sometimes linger for months waiting for action; cheating charges are occasionally not heard expeditiously; and some committees responsible for making what should be speedy decisions seem to estivate from May to September.

The maxim that justice delayed is

justice denied is not only a cliché. Lengthy and unexplained delays in making decisions that affect people in important ways are simply not fair. Of course some delays are unavoidable and, inevitably, some will be traced to error. But others seem to result from poor planning, insensitivity and indifference; the issue at hand is rarely as important to the decision-maker as it is to the person waiting for the decision. An appeal committee which finds it inconvenient to meet every time 'just one case' requires

its attention will certainly seem thoughtless to the actors in that one case.

The story that delays are inevitable in the summer "because it is just impossible to find anyone around" is unlikely to satisfy the student who meets the June deadline for re-evaluation applications and then waits until October to hear whether his grade was raised. The student who claims innocence on a cheating charge, hears nothing for four months and assumes the charge was dropped, is justified in complaining when eventually

someone tells her she must still face a hearing.

Unexplained or unnecessary delays in University procedures provoke nothing but anxiety, anger and frustration. Moreover, they make it hard to justify the strict enforcement of student deadlines with any conviction. When delays are unavoidable, common courtesy and good administrative practice suggest that the people involved should be told of the reasons and given an approximate time frame for the final disposition of the matter.

When exams get lost

Two or three times every year the Ombuds Office is asked what rules apply when exams get lost. Some calls are from instructors; the exam was mislaid before it was marked or maybe it didn't turn up in the pile delivered from the Examinations Office. Other calls are from students: "It wasn't my fault the exam got lost but he's asking me to write another exam next week. It isn't fair. Why am I the one to suffer when I've got other work to do now?"

There is no easy answer to these students. And no rules to fall back on. And it's easy to sympathize with feelings

that writing another exam really isn't fair. At the same time, if an instructor wants to award an honest grade, there's often no other option.

From time to time, a case comes up where another solution is possible. When the lost exam is worth a relatively small number of marks, for example, an instructor can often confidently award a grade without it. In some cases, an oral exam is easier for a student to cope with than another written one. In at least one case (and not at the Ombudsperson's suggestion) the solution was to take an average of all the student's marks in the

pertinent subject. But these are exceptions. Even when everyone has the best will in the world, the answer may be "Sorry, but you'll have to write another exam." Perhaps it isn't fair, but can anyone suggest a better alternative?

In a similar way, students report from time to time that papers they handed in or put in instructors' mail boxes have disappeared. Inevitably, a student who gets as far as the Ombuds Office with this kind of problem hasn't kept a copy of the paper or the first draft or even notes. And then the dilemma becomes the same as when an exam is

lost. But there is a relatively easy way to avoid this one. If students keep copies of papers, and ask for receipts when they hand them in, a missing paper needn't present a serious problem.



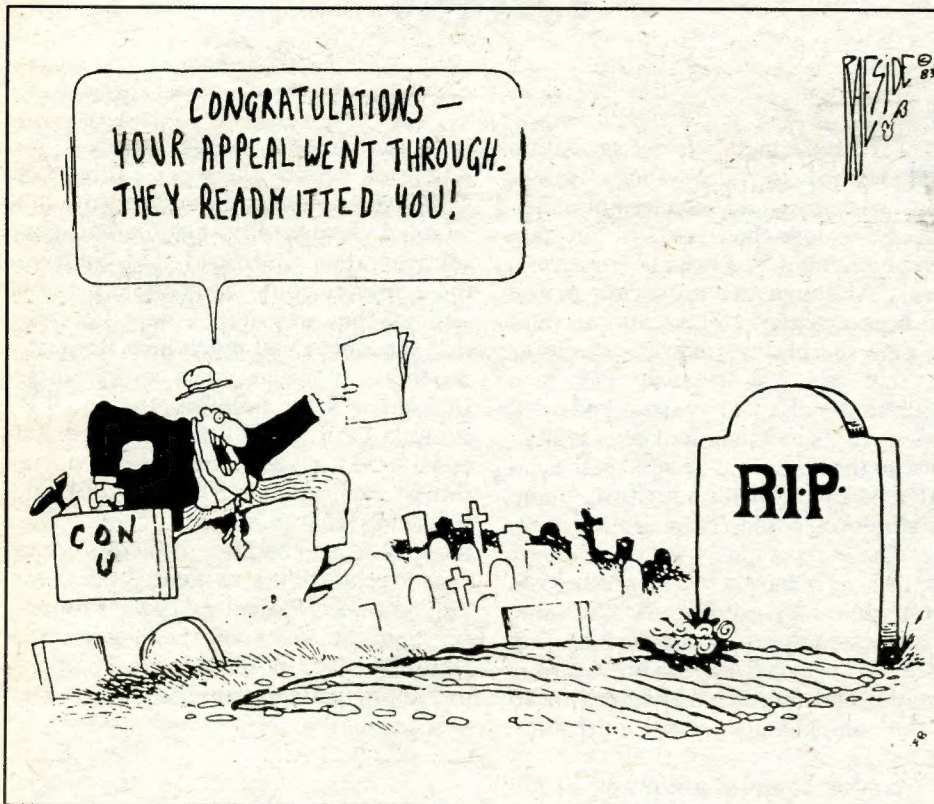
UP
AGAINST
A
WALL?

Concordia University's Ombuds Officers are ready, willing and mandated by the University to mediate any Concordia-related problem you may have — whether you are a student, faculty member or employee. Drop by and see us or Call:

OMBUDS OFFICE
2100 Mackay (downtown campus)

Tel.: 848-4964

Cases initiated by staff & faculty



Forty-five non-academic staff and 58 full- and part-time faculty members brought us complaints and enquiries in 1987-88. This is an increase of 50% and 35% respectively over the previous year. As usual, it is hard to account for fluctuations in the Ombuds Office caseload, even increases as large as these. It is interesting to note that proportionately (and according to the best figures we could get) more employees (about 5%) than students (just over 2%) used the services of the Ombuds Office last year. (These figures do not include casual or temporary staff or Continuing Education students.)

As in other years, most complaints and enquiries directed to the Ombuds Office by staff members concerned some aspect of the complainants' working conditions. Questions were asked and complaints made about the interpretation of several personnel policies in the 'B' Manual. One employee, a temporary technician, objected to paying union dues. Another complained about colleagues smoking in areas where students were obliged to observe no-smoking

rules but staff ignored them. An unusual enquiry came from the head of a department where staff became the involuntary guardians of a small child whose student mother regularly left her unattended while she went to class.

Three employees sought our assistance when they lost their jobs as a result of reorganization in their departments. They wanted to know what their rights were under Policy B-6 (Employment Security). One of the employees had many years of service and ultimately reported a successful transfer to another department. The others had less than two years' service and hence no job security. Our action was limited to confirming that they had received the proper termination notice.

A number of staff and faculty cases involved students. Some callers wanted to know about the rules which applied to students in particular situations; others sought advice in order to help students who had problems of one sort or another; and some came about students who were themselves the problem.

Dealing with disruptive students

Twenty-one complaints and enquiries from faculty and three from staff concerned students who had disrupted offices or classrooms, threatened or harassed the complainants or other people, or acted in bizarre, frightening, or upsetting ways. Some of the students concerned appeared to suffer from some psychological, emotional or behavioural disorder. Some had trouble controlling their tempers. And others seemed oblivious to the limits of appropriate conduct.

We have referred to complaints about disruptive students in earlier reports — the issue is not new. Nor is it unique to Concordia. Other universities in Canada and in the U.S. report similar problems. At the same time, it is not an exaggeration to say that the situation at Concordia last year reached a crisis point — both in numbers and in the demands these cases made on the Ombudspersons and many others. Without a doubt, they were among the most exhausting, disturbing and difficult cases the office has ever dealt with.

Sometimes instructors call because they are worried about a student; sometimes they want to bounce a problem around or find out what their options are. Some find they can't cope; others have tried to resolve a problem without success. They may be angry, shocked, offended or exasperated. But in many of these cases, what prompts a call to the Ombuds Office is fear.

In four cases last year, instructors' lives or homes or families were threatened. In one instance, the student had been seen to carry a gun. Although it was rumoured that the gun was a starter's

pistol, this wasn't adequate reassurance to the individual who'd been threatened. One of the real difficulties with these cases lies in determining what risk actually exists. In the absence of any reliable way to predict violence, all threats are taken seriously. Obviously, complaints about disruptive students vary widely and each must be treated individually. At the same time, they often raise issues which apply in a general way. Many employees who contact the Ombuds Office about disruptive students are reluctant to talk to anyone else or to consider making a complaint under the Code of Conduct. There are several explanations for this:

1. Staff sometimes seem to tolerate threats or harassment or extreme rudeness because they think 'it comes with the territory.'
2. Teachers worry about lack of support, and fear that reporting a problem may be seen to reflect on their own competence or their ability to manage a classroom.
3. When students are obviously mentally ill, people want to be helpful and find it hard to separate dealing with the behaviour from dealing with the illness.
4. Often, people hesitate to complain because they are afraid it may make a bad situation worse.

There are cases in which the Ombudspersons encourage people to handle certain kinds of disruptions themselves. In fact, in some cases, we have dissuaded individuals from pursuing a course of action disproportionate to the actual problem. But in other cases, where the matter was serious, we have urged a more

formal complaint.

Although we can easily understand it, reluctance to report complaints officially has troubled the Ombudspersons and the Code Administrator. Suffering abuse is in no one's job description. No staff member or instructor should feel they have to put up with bullying, intimidation or violence. Nor should one student, whether ill or just badly behaved, be permitted to ruin the classroom climate for everyone else. While undoubtedly the element of fear cannot be dismissed, a reluctance to confront the problem often means that the behaviour goes unaddressed, only to recur another day.

One thing which has become clear is that in many cases a student who is a problem for one person is a problem for others. Although some complaints are isolated to a single event (of excessive rudeness, for example) it is very often the case that a student who threatens to 'get'

one instructor for a failing grade will threaten to get others, too. Someone who is so disturbed that she cannot function in one classroom is unlikely to do any better in another class or in her dealings with a department secretary. Such a student, particularly if she cannot recognize her own illness, is likely to involve many departments — both academic and administrative — in her problems. And those who need help most are the most likely to refuse it.

In the wake of some of these cases and a recommendation in our report last year, a 'crisis team' made up of the Code Administrator, the Director of Health Services, the Ombudspersons and other people as needed, is available to help members of the community handle incidents. A committee with a broader membership and the assistance of a consultant will soon begin meeting to consider policy and procedural issues that arise from these cases.

You said how many?

An inquiry made by a faculty member brought to light a crack in the system of monitoring the teaching loads of part-time faculty. According to University policy, the maximum number of credits any part-time instructor can teach in a year is 12. However, it became clear that in certain circumstances contracts could be made for a much higher credit-

load. The loophole in the system was traced to the fact that, although each faculty Dean's Office carefully monitored contracts in its own courses, no one had the responsibility of overseeing the courseloads of instructors who taught in more than one faculty in the same year. The Faculty Personnel Office has now assumed that responsibility.

A casual affair

Two casual employees complained when they were terminated without notice. The cases were unusual insofar as most 'casual' employees, hired for short periods to help out with busy times or special jobs (such as registration or invigilating exams) don't work long enough to acquire any right to notice. The complainants, however, had been doing the same jobs on a regular basis for some time. One worked full-time for seven years, the other part-time for almost 10. In the latter case, the employee stopped work only because injuries she suffered in a car accident, which disabled her for several months. Fully recovered she wanted her job back, but her department made it plain that they weren't interested. They'd hired someone else in the meantime and refused even to talk to their former colleague. The employee complained: how could the University treat her so badly after all the time she'd put in?

The Ombuds Office investigated both complaints and concluded that the least the employees were entitled to under the Labour Standards Act was several weeks notice of termination. We referred the cases to the Human Resources Department and ultimately the complainants were satisfied to be paid in lieu of notice. But although the complaints were resolved, the cases suggest a serious gap in the system.

Obviously, the casual classification

is not intended to describe employees who work in the same job for years on end. At the same time, the definition of a casual employee is so loose that almost any job could fit it, so long as the employee is paid an hourly rate rather than a fixed salary.

When departments hire people for casual jobs which should be classified as something else, they leave the way open to unfair treatment of the employees and to problems for themselves and the University. Casual employees are not covered by most University policies and do not have access to the University Benefits programme. In effect, two classes of staff are created. Moreover, the system makes it easy for 'long-term casuals' to fall through the cracks. They normally have no contact with the Human Resources Department, either at the time of hiring or on an ongoing basis; no one keeps records on them, other than payroll records; no one keeps track of them to ensure that their rights are respected. It is, apparently, virtually impossible to identify these people. Although their number is probably small, no one knows how many there are.

Clearly, some action is needed to resolve this problem. Employees should not have to come to the Ombuds Office to ensure that the University meets its obligations under the Labour Standards Act.

Probationary tales

Five staff members on probation wanted to know their options when they had been terminated or expected to lose their jobs. In one case the complainant had been ill for several weeks. Although her probation period had been extended to take into account the time she had missed, the employee felt that her performance had been continuously affected by stress and medication. Her supervisor had been sympathetic to the illness but decided in the end that, medical problems notwithstanding, the employee couldn't do her job well. The Ombudsperson was sympathetic too; it's always hard when someone loses a job while they are sick. At the same time, the department's conclusions were based on persuasive evidence and we were not convinced that the decision to let the complainant go was unreasonable.

Another complainant on probation had had a poor mid-probation evaluation but thought she was improving and learning the job well. Part of the reason she thought so was because her supervisor never commented on her performance. Understandably, the employee was

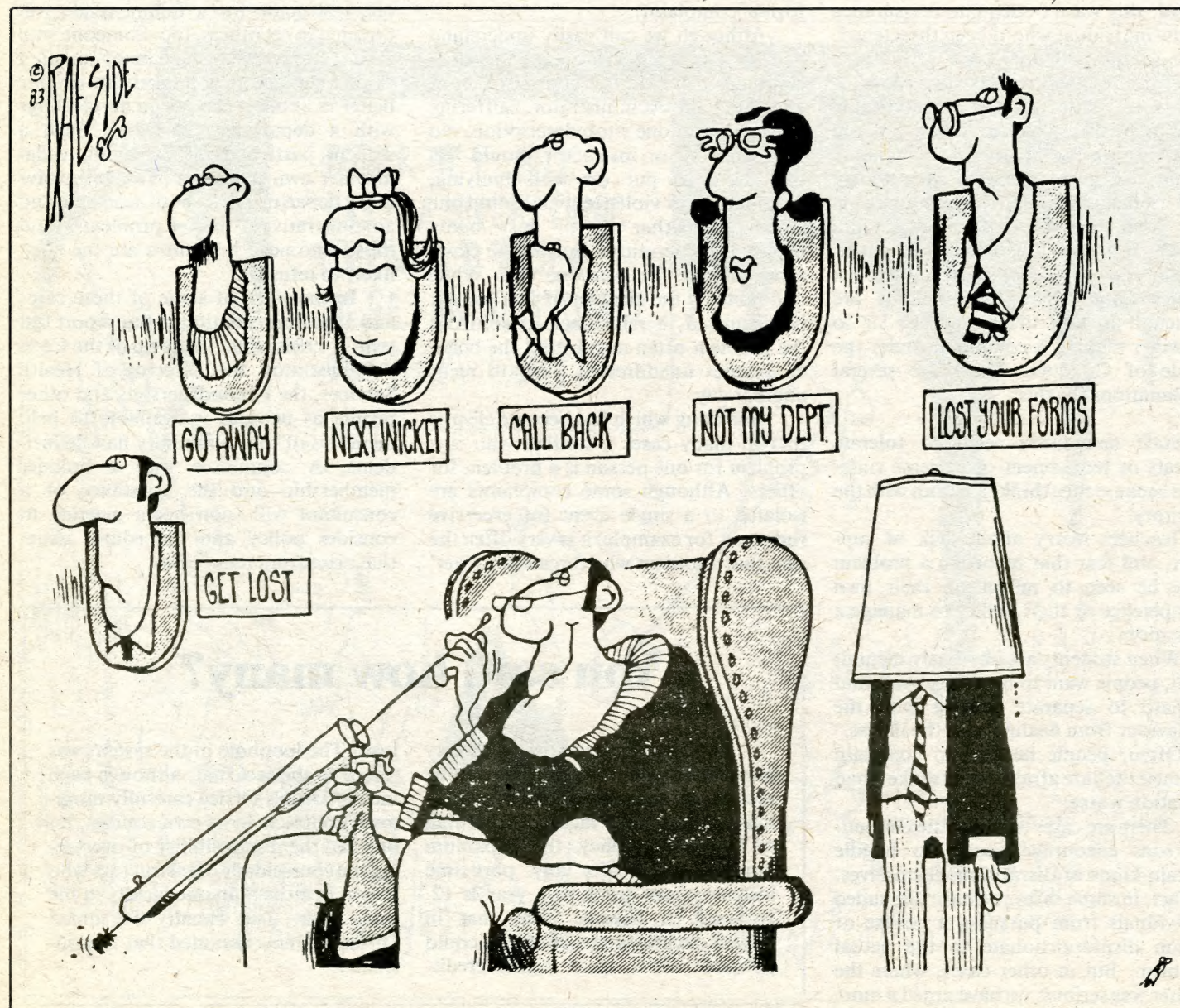
surprised when, at the end of the probation period, she was told that her work was terrible and that she wouldn't be hired permanently. The Ombudsperson's enquiry confirmed that, indeed, the employee could not handle her job well. At the same time, it was also clear that she hadn't had much help from her supervisor in mastering its complexities. In a sink or swim situation, this employee sunk. One option the Ombudsperson considered was recommending an extension of the probation period. In the end, we decided that this course of action was unlikely to help because the actors in the case were unwilling to mend fences. We did, however, recommend to the supervisor and the chair of the department concerned that closer attention be paid to training and communicating with the next assistant.

The scars of battle

Twelve staff cases and seven brought by faculty members last year concerned conflicts with department heads, supervisors or colleagues. Sometimes the problems resulted from a long history of poor communication, mistrust and anger which must, inevitably, affect departmental morale.

When it comes to this kind of case, the Ombudsperson's stock question — is it fair? — generally isn't the best one to ask. 'Is it fair' doesn't get a useful answer when a relationship has been reduced to a thick file of terse memoranda and people won't talk to each other. 'Is it fair' doesn't help much when important issues are buried beneath a mountain of frustration and perceived injustices that have gone unaddressed for months or years. And 'Is it fair' can't improve the situation when the real question shouldn't be simply 'who's to blame?' but how to help the people concerned get their jobs done in an atmosphere that is tolerable, if not friendly.

Although the Ombudspersons have often tried to help in the resolution of these cases, it takes an enormous amount of time as well as skills that we do not always have. As much as we might wish otherwise, the Ombuds Office is not designed to do this kind of work effectively. The obvious recommendation in many of these cases is that the parties seek mediation. But this is a hard recommendation to make. The services of skilled mediators are expensive and not easy to come by. A hopeful sign is that increasingly the option of mediation is being discussed.



Recommendations

February 1989

Part of any ombudsperson's job is to act as an agent for change — to recommend improvements when policies or procedures are unclear or unfair or when they simply don't work as well as they should. Over the course of a year, the Ombudspersons make many different recommendations.

Most involve decisions which affect only individuals and have no impact on anyone else. Others concern the rules and practices of particular offices or departments. A third kind of recommendation bears on broad policy issues, and may affect many people, even the whole community. Sometimes these recommendations require broad consultation which may overlap the jurisdiction of several departments. It is this kind of recommendation which is best made in our annual report.

Two recommendations we made last year were acted on. The first concerned the development of guidelines to deal with HIV/AIDS. We are pleased to report that in December 1988 Concordia's HIV/AIDS guidelines were published as a result of the excellent work of Marlene Daley and the University Health Services, and the support of the Rector's Office. An AIDS resource person has been appointed and an AIDS Advisory Committee named. We understand that Concordia's HIV/AIDS guidelines have already been used as a model by several other Canadian universities. The second recommendation concerned the development of mechanisms to deal effectively with disruptive students. We mentioned above that a 'crisis team' has been formed to help people deal with disruptive students and that a consultant, with a background in social work and experience in workplace violence, has been hired to assist a committee in looking at policy issues.

Three of the recommendations in this section have been discussed in earlier parts of this report. Three are restatements of recommendations we made last year which were not addressed. One, concerning job postings, arises out of a recurring problem referred to in an earlier report.

1. While clear rules and procedures exist to accommodate students who cannot write final examinations because of

illness or for religious reasons, no equivalent rules or procedures govern mid-term exams or other term work. We recommend that the rules and procedures should be extended to cover all coursework in a consistent way.

2. Instructors and academic departments sometimes leave student papers and other work to be picked up in places accessible to anyone. This makes it easy for persons other than the authors to see grades or to take work that doesn't belong to them. We recommend that students' work in the possession of instructors or departments be treated as confidential material until it is returned to its author.

3. Non-academic job openings in the University are advertised to staff via general distribution mailing. It is expected that the notices will be posted in departments but, for a variety of reasons, this is not always done. The end result is that some staff members see job postings irregularly and others never see them at all. In order to ensure that as wide an audience as possible has the opportunity to find out about available jobs, we recommend that all postings are published at least once in *The Thursday Report*.

4. Occasionally, employees who hold ongoing jobs for many years are paid an hourly rate rather than a fixed salary and classified as 'casual staff'. This results in inequitable and sometimes illegal treatment of the employees concerned. We recommend that any employees currently in this situation be identified and that steps be taken to examine and correct their situations. Further, we recommend that procedures be devised to ensure that new situations of this sort cannot arise.

5. Two of the personnel policies in the 'B' Policy Manual are unclear and open to varying interpretations. On occasion the 'official' interpretation has been at odds with the understanding of individual employees, and the confusion which resulted has been bitter and destructive. We recommend that the personnel policies be reviewed for clarity and that those policies which have already been identified as unclear be amended. We refer in particular to the 'scope' section of the

Grievance Policy (B-14), the 'bumping' procedures in the Employment Security Policy (B-6) and the provisions for severance settlements in the same policy. (1988).

6. Many individuals and committees in the University have to make decisions that affect people's lives in important ways. Such decisions, whether they concern academic appeals, the readmission of failed students, disciplinary matters or employee grievances, must be made fairly. Acting fairly means that certain kinds of procedures are followed, and, in general, that the requirements of natural justice are observed. The requirements for natural justice differ depending on the matter to be decided but require, at least, that the decision-maker be unbiased and that both sides of the case be heard. As well, fairness in making decisions means that the decision-maker's reasons are clear to the persons affected, that all the relevant facts (and no irrelevant facts) are taken into account and that the issues which the parties raise in support of the case are addressed.

It is our experience that many persons in the University are not sufficiently

familiar with the principles of natural justice or the procedural requirements for fairness. We recommend that guidelines be prepared and distributed to persons whose positions, or whose membership on hearing and appeal committees, involves making decisions which require such knowledge. (1988).

7. The faculty of Concordia University is made up to a considerable extent of part-time instructors. While the contribution of part-time faculty members is being increasingly recognized on a number of decision-making bodies in the University and in academic departments, it is a fact that many of these instructors are not as familiar with University rules, regulations, policies and procedures as they need to be to discharge their duties well. A manual of information about such matters published for part-time faculty some years ago seems to have been a nine-day wonder; it was issued once and never again. We recommend that an orientation programme for part-time faculty be developed in order to provide the necessary information to them as they are hired and on an ongoing basis. (1988).

Suzanne Belson

Beatrice Pearson

Brian Hawker
(June 1-November 30)

John McAuley
(December 1-May 31)

March 7, 1989

APPENDIX

Statistics 1987-88

Table A gives an analysis of the caseload by action required and is divided into seven categories which are explained briefly below. Table B is a breakdown of the caseload by constituency. Table C gives the sex of persons requesting our services and, finally, in Table D we compare the total caseload with the data for the last five years.

Information and referral: Cases in this category did not always involve a complaint. Many people, whether students or employees, simply do not know where to turn with a problem. In these instances the ombudspersons will try to refer them to the proper channel or discuss possible alternative approaches. Often people will contact the office for an opinion to help them decide whether they have realistic grounds for complaints.

Expedite: In expediting a situation an ombudsperson may cut

through red tape, gather complex information needed by a complainant, resolve an easily solved problem, set up an appointment for someone and explain the background of a case, or take some other action which falls somewhere between providing information or referral and undertaking an investigation.

Complaint unjustified: A complaint is made but after investigation the Ombudsperson concludes there has been no irregularity, error or injustice and that the complaint therefore has no valid basis.

Complaint justified: The Ombudsperson finds a complaint justified and attempts to resolve the situation. This group of cases has been further divided into 'resolved' and 'unresolved'. It is inevitable that not all parties involved in a conflict will always be satisfied with the disposition of a case.

See APPENDIX page 12

Thanks

Before closing this report, we want to express our appreciation to the members of the University who confided in us and brought us their problems, concerns, questions and complaints. We are equally grateful to those whom we asked to respond to cases. Your challenging arguments, thoughtful analyses of problems and willingness to listen and to act help make our job more satisfying and the University a fairer place.

Tables

TABLE A
- ACTION REQUIRED

Information or referral	345
Expedite	169
Complaint unjustified*	
Resolved	88
Unresolved	17
Complaint withdrawn	23
Observer or witness	16
No jurisdiction	11
Ongoing	12
	710

*Most unjustified complaints are not investigated. They are included in the Information or referral category.

TABLE B
- CASELOAD
BY CONSTITUENCY

Undergraduate students	508
Graduate students	49
Independent/Visiting students	18
Continuing Education students	5
Academic Staff	58
Non-academic staff	45
Other*	27
	710

*Former students and employees applicants for admission, alumni and others who are not technically members of the University at the time of enquiry.

TABLE C
- SEX OF PERSON
REQUESTING SERVICE

	Male	Female	Group
Undergraduate students	285	215	8
Graduate students	285	215	8
Graduate students	27	20	2
Independent/Visiting students	10	8	-
Continuing Education students	3	1	1
Academic staff	30	26	2
Non-academic staff	19	25	1
Other	18	9	-
	392	304	14

TABLE D
- TOTAL CASELOAD

1982-83: 580
1983-84: 566
1984-85: 640
1985-86: 538
1986-87: 675
1987-88: 710

APPENDIX continued from page 11

A decision as to whether resolution was achieved reflects the view of the Ombudsperson, and is a view not necessarily shared by others in the case.

Case withdrawn refers to those cases in which the complainant decides, after an investigation has begun, not to pursue the matter.

No jurisdiction covers cases that are outside the jurisdiction of the Code of Conduct. These concern both University-related problems and external mat-

ters. In such cases we try to offer as much advice as possible, but ordinarily without becoming actively involved. When it is appropriate we make referrals to outside agencies or other University departments, most commonly the Legal Information Service.

Observer or witness: A situation or information is brought to the attention of the office but no action is (1) required; (2) appropriate; or (3) possible.

Eve Kosofsky Sedgwick
Duke University

Billy Budd:
After the Homosexual

Professor Sedgwick is the author of *Between Men: English Literature and Male Homosocial Desire* (1985)

Thursday, March 16
Hall Building
1455 De Maisonneuve Blvd. West
H767 (Faculty Club)
Time : 8:30 P.M.

Concordia
UNIVERSITY

Sponsored by:
Department of English





LETTERS

To the Editor:

An unsigned and undated flyer published on the letterhead of the Concordia Collective for Palestinian Human Rights has been brought to my attention.

The flyer states that:

"The legality of the CCPHR's activities was brought into question when a group of pro-Israeli students and professors had two of our Collective members charged with 'promoting hatred against the Jewish people' under the University's non-academic code of conduct. The two students have since been completely exonerated, but this group persists in seeking to have them both expelled from the University. . . ."

Since the Collective has chosen to again repeat what it knows to be patently untrue, I have been left with no option but to respond.

Since, in this case, no report has yet been submitted to the Appropriate Authority by the Committee established to look into the complaints, the claim that anyone has been exonerated is untrue.

Furthermore, from the beginning, the

persons who brought the complaint did so under the Code of Conduct (Non-Academic) because they could find no other University venue to deal with their complaint. They requested that the material, and the right to publish it, be questioned, but that no academic measures be taken against those complained against. At no time have the complainants requested any type of personal sanction.

I have personally informed the parties concerned of the request of the complainants; yet, this is the second published article which has suggested a position of "martyrdom" brought about by the vindictiveness of the complainants.

To suggest that a measured response, such as the use of the Code of Conduct (Non-Academic), is intended to intimidate, is clearly to ignore the appeal in Article 11 of the Code for "mutual consideration."

H. John Relton

Acting Code Administrator

To the Editor:

Rumours continue to circulate widely about two hearings currently under way at Concordia, one considering charges of anti-semitic statements alleged to have been made by some Palestinian students, the other considering charges of misogynist and homophobic statements alleged to have been made by some Engineering students.

Since I haven't read the offending statements, I have no basis for commenting specifically upon them. However, I do wish to comment about the general issue involved, which is freedom of expression.

As a libertarian, I am committed to the maximum tolerance of freedom of expression within society. As an academic, I have always cherished the belief that universities owe a special respect for such tolerance.

I realize that these beliefs derive from assumptions that can (and have) been designated as liberal bourgeois ideology. I realize

that the free intellectual market no more really exists than the free market more generally. However, until we have achieved a more fully satisfactory basis for organizing and regulating behavior, I continue to be committed to such beliefs.

I am worried that some of my colleagues at Concordia may have made anti-semitic, misogynist, or homophobic statements. I am more worried that my University is apparently considering, behind close doors, the possibility of expelling the authors of such statements.

I believe that the hearings currently under way to decide these issues should be made public. I further believe that the issues should be decided with a maximum respect for the free expression of belief.

Edward Pechter

Department of English

ATA GLANCE

...Again this year, **Loto-Québec** is offering University Research Fellowships at the Master's and Doctorate levels as well as research grants in the field of games of chance or betting in order to encourage knowledge on any subject such as acquiring gambling habits, criminal aspects, sociopolitical evolution, moral values and ethics, legislative and regulatory contexts, etc. Closing date is May 1st. For information about the selection criteria, contact Mr. Luc Provost, Grants Program, Research Department, Loto-Québec, 500 Sherbrooke Street West, 16th floor, Montréal, Que., H3A 3G6; 282-8000 local 3517, or 499-5006...

...Sociology & Anthropology's **Julio Tresierra** was a keynote speaker at the *Seminar on Indigenous Perspectives* organized last month by the Society for International Development (IDRC) in Ottawa. In the near future he will be presenting a paper "Ideology, Science and Technology: Five Centuries of Concealment" at the Central American Congress on the History of Science and Technology in San José, Costa Rica. During the summer he will be a member of the panel representing the World Council of Indigenous Peoples at the First Inter-Congress-World Archaeological Congress at the Vermillion University of South Dakota...

...This month **Health Services** is conducting a *Nutrition Outreach* on the downtown campus, specifically at Distribution and Mackay Street. Info: **Pat Hardt**: 3565 or 3575...

...Geology's **Gianpaolo Sassano** has co-authored a paper entitled *Framboidal Pyrite: Early-Diagenetic, Late-Diagenetic and Hydrothermal Occurrences from the Acton Vale Quarry, Cambro-Ordovician, Québec* with Kees Schrijver, which has been published by the *American Journal of Science* (Yale, 1989). The authors describe the work as describing "the formation of the columnar aggregates of pyrite and their contained framboids to a genuine hydrothermal event spatially related to the emplacement of a mineralized intrusive and extrusive suite of igneous rocks of the Acton Vale-Upton Sector"...

...Commerce's **Michel Laroche** (Marketing) and K. Lee McGown (Transportation) — with René Y. Darmon — have published *Marketing Research in Canada* (Gage Educational Publishing Company). The applications-oriented text (with an instructor's manual) is written in non-technical language with a managerial orientation which uses examples, illustrations, exercises, problems and mini-cases that relate methods and techniques to the context of the Canadian firm...

...March 31st is the deadline for a national competition for teams of artists in the visual arts field to create a collection of works in Concordia's new downtown library. The winning prize money of \$192,400 is co-sponsored by the Ministère des Affaires culturelles in conjunction with Concordia and eligibility requirements are available from: Secrétariat de l'intégration des arts à l'architecture; Ministère des Affaires culturelles, 225, Grande Allée est, 3e étage, Bloc A, Québec G1R 5G5; (418) 643-1678...

...TTR's next issue — March 30th — will carry a READERSHIP SURVEY which we hope each reader will take the time to complete and return. The questionnaire, which is the basis for a graduate research project in Journalism, invites your opinions and ideas about the paper. Results will be compiled by the Journalism Department and publicized in an upcoming issue....

...Happy Easter.

The NFB, La Cinematheque Québécoise
and the Animation Programme of the Department of Cinema
of Concordia University present

A RETROSPECTIVE: ZLATKO GRGIC

Internationally acclaimed animation filmmaker
and former head of the Animation Programme
at Concordia University

Friday, March 17th, 8:00 p.m.

VA BLDG., Room 114,

1395 BLVD. René Levesque West

90 minutes screening time
Among other films to be shown are:

"HOT STUFF"
"WHO WE ARE"

Everyone is welcome

Graduate Students Association

**General Election for the Term Extending
From May 31, 1989 to May 31, 1990
Are Now Being Accepted**

Positions Contested Are As Follows:

1. President
2. Vice-President
3. Secretary/Treasurer
4. Arts and Science Representative (Science)
5. Arts and Science Representative (Arts)
6. Fine Arts Representative
7. Commerce and Administration Representative
8. Computer Science and Engineering Representative

**Nomination Forms Are Now Available
at the Office of the Administrative Assistant
2030 Mackay, 2nd Floor, 10:00 a.m. – 5:00 p.m.**

NOMINATION DEADLINE: MARCH 29, 1989

SURVEY *continued from page 1*

students and current donors to the University.

Communications strategy

Focus groups and interviews with current students and CEGEP students are taking place this month. Whenever possible Concordia students — specially trained for the exercise — are being used as interviewers.

A telephone survey will be conducted later of parents and alumni, and soon afterwards, a cross-section of faculty and staff will be asked to complete a written questionnaire.

The survey's findings will be used to help Concordia develop a long-term communications strategy. Among other things, Kelly Lavoie will make recommendations about continuing, revising or discontinuing existing communications activities, and possibly suggest new communications vehicles.

The survey is being run by Concordia's Promotional Materials Committee, a 12-member, University-wide group established last year by the Office of the Vice-Rector Institutional Relations and Finance.

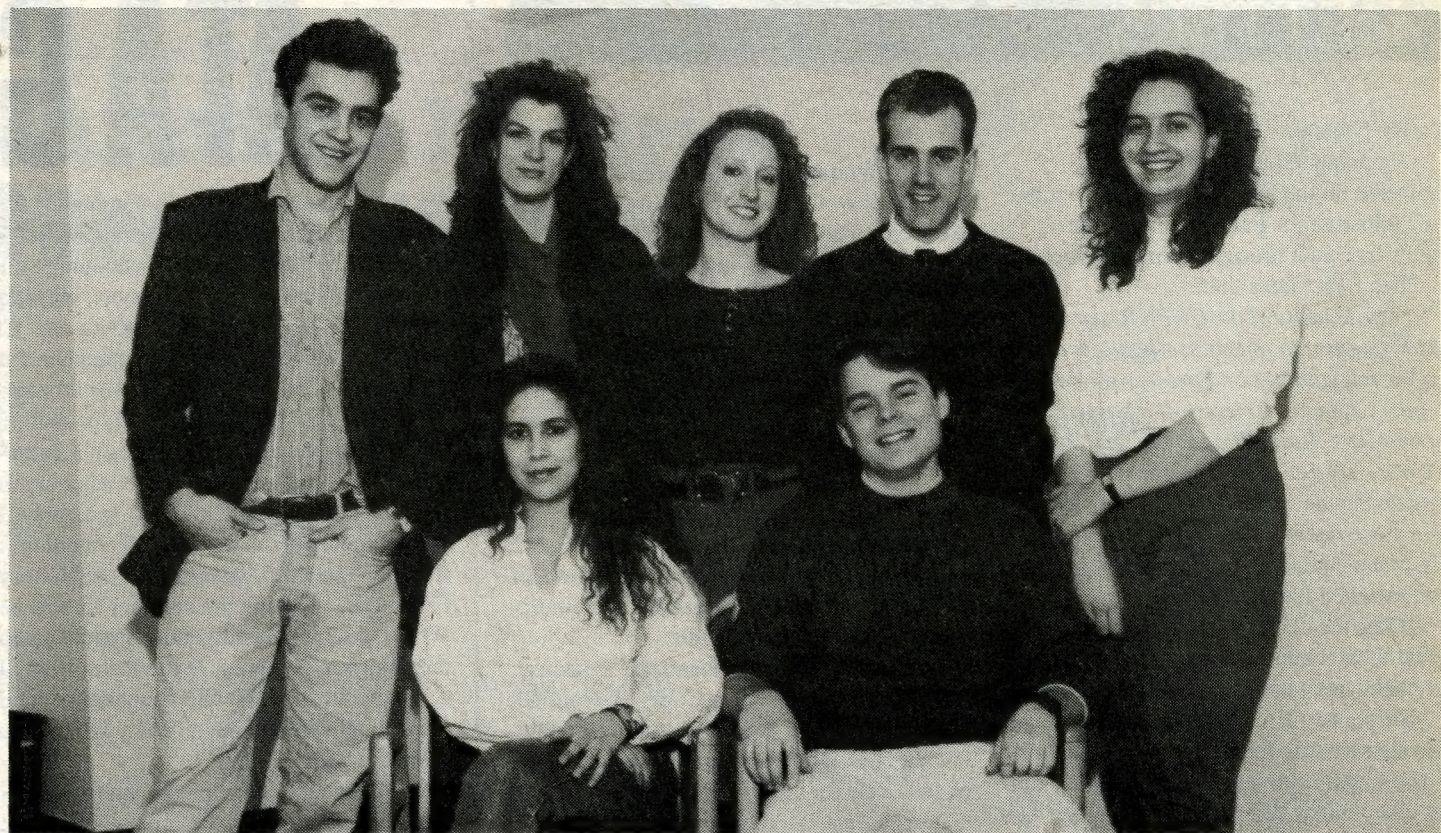
As part of its mandate the committee, chaired by Carole Kleingrib, Assistant to Vice-Rector Maurice Cohen, is also analyzing publications and audio-visual material produced by the Liaison Department, the Public Relations Department, the Alumni Office, the Registrar's Office and the Audio-Visual Department.

Strengths and weaknesses

The material under review includes *The Thursday Report*, Liaison publications, the Undergraduate Calendar, *Concordia University (alumni) Magazine* and Concordia TV programming on the CANAL Network.

Communications Studies Department Associate Professor Denis Murphy and Advertising and Publications Department Director Michael Hainsworth are co-ordinating the survey and content analysis projects, respectively.

In addition to Kleingrib, Murphy, Hainsworth and the heads of the depart-



Concordia's School of Community and Public Affairs (SCPA) will be sending a delegation of 42 students to participate at the National Model United Nations, to be held in New York City from March 21 to 26.

The National Model United Nations has brought together 1,500 students every year since 1946 from colleges across the United States, Canada, and around the world. The event is a simulation of the United Nations and related organizations. This activity aims to promote a greater understanding of the dynamics of multi-national diplomacy and of the national and international concerns that drive the formulation of foreign and domestic policy.

This year's Concordia team will include (standing, from left) Bill Varvaris, delegate; Kathleen Donohue, delegate; Tania Kontakos, head delegate for Bangladesh; Ken Johnston, delegate; Evangelia Costamis, head delegate for Bhutan; and (sitting, from left) Grace Simonetti, logistics officer; and Patrick Curti, president.

For more information, please contact the School of Community and Public Affairs at 848-2575.

ments named above, the committee members include representatives of CUSA (the Concordia University Students' Association), the Division of Graduate Studies, and the departments of Human Resources, Admissions and Advancement.

Among other things, the survey queries people on their general attitude to university education and asks their impressions and perceptions of Concordia's strengths and weaknesses in teaching and research. It also asks them to evaluate each of the four faculties, our graduate studies programs, our facilities, and how we communicate with present and potential students, faculty and staff.

Concordia Council on Student Life

ANNUAL AWARDS

Request for nominations for the following

1. Outstanding Contribution Awards

"Awarded annually when merited to: four undergraduate and two graduate students at Concordia University, for an outstanding contribution to student life"

2. Media Awards

"Presented when merited to a student of the University community who is adjudged to have made an outstanding contribution through the media to student life at Concordia University"

3. Merit Awards

"Awarded annually when merited to individuals who have made an outstanding contribution to student life or services at Concordia University"

Nomination forms and information available from:

Dean of Students Office
Loyola Campus OR Annex M — SGW Campus
AD 121 2135 Mackay

CUSA Office
Loyola Campus Centre OR SGW Campus
SC 1093 H 637

GSAAEGIC
T 202 — SGW Campus SGW Campus
2030 Mackay H 880 — 10

NOMINATION DEADLINE:
Thursday, March 30, 1989

LONERGAN UNIVERSITY COLLEGE INVITES THE PUBLIC TO CELEBRATE THE COLLEGE'S 10TH ANNIVERSARY

Friday, March 17, 1989, 1:00 p.m. — 3:00 p.m.

Panel Discussion Entitled:

"Cultures in Conflict"

With:

Dr. L. Marciel-Lacoste, département de philosophie Université de Montréal

Mr. G. Caldwell, Researcher Institut québécois de recherche sur la culture

Dr. V. Cauchy, département de philosophie Université de Montréal

Mr. Warren Allmand, Member of Parliament, Notre-Dame de Grâce

Moderator: Professor C. Davis, Principal, Lonergan University College

7141 Sherbrooke St. W., Bryan Building, Room 207

• Free Admission • Information: 848-2280

EVENTS

continued from The Backpage

Sherbrooke St. W. All welcome.

MONDAY 20

CONCORDIA CHRISTIAN FELLOWSHIP

Executive meeting from 11:00 a.m. - 12:30 p.m. Prayer meeting from 12:30 - 1:00 p.m. Bible study from 4:00 - 5:30 p.m. Belmore House, 3500 Belmore Ave., behind the Campus Centre. Call Bill or Natalie at 486-8284 for information.

CONCORDIA WOMEN'S CENTRE STEERING COMMITTEE

Meeting at 6:00 p.m. at 2020 Mackay St. All women welcome to sit in on the meeting.

CONSERVATORY OF CINEMATOGGRAPHIC ART

Le Corbeau (The Raven) (Henri-Georges Clouzot, 1943) (French with English subtitles) with Pierre Fresnay, Pierre Larquey, Ginette Leclerc, Hélène Manson, Micheline Francey and Noel Roquevert at 8:30 p.m. in H-110, Hall Bldg. \$2.

TUESDAY 21

CONCERT

Recital - Edvard Skerjanc, violin (Advanced Music Performance Studies) in works by Bach, Paganini, Bartok and Brahms at 5:30 p.m. in the Loyola Chapel, 7141 Sherbrooke St. W. FREE.

CONSERVATORY OF CINEMATOGGRAPHIC ART

Colonel Redl (Redl Ezredes) (Istvan Szabo, 1985) (Hungarian/R.F.A. with French subtitles) with Klaus Maria Brandauer, Gudrun Landgrebe, Hans Christian Blech and Armin Muller-Stahl at 8:30 p.m. in H-110, Hall Bldg. \$2. Note: *The Bulgarian critic, Christina Stojanova will answer questions after the screening.*

PRISON VISITS

From 2:00 - 3:30 p.m. at Bordeaux Detention Centre. Call Peter at 848-3586 or Matti at 848-3590 for information.

LOYOLA FILM SERIES

Tarkovskij's *The Sacrifice* at 8:10 p.m. in the F. C. Smith Auditorium, 7141 Sherbrooke St. W. Loyola campus. Co-sponsored by Campus Ministry, The Peace Institute and Communication Studies as part of Holy Week experience. FREE.

SACRED MUSIC HOUR IN THE CHAPEL

An hour of recorded music of Hildegard of Birgen will be played from 1:00 - 2:00 p.m. in the Loyola Chapel, 7141 Sherbrooke St. W. Any quiet, respectful activity is suitable. Please feel free to arrive or leave quietly at any time during the hour.

WEDNESDAY 22

CONCERT

Recital - Natalia Turovsky, violin at 8:00 p.m. in the Loyola Chapel, 7141 Sherbrooke St. W. FREE.

COMMUNICATION STUDIES

N'tsukw (Otter) on *Can Real Savages Ever Be Civilized?* at 4:15 p.m. in room BR-209, 7141 Sherbrooke St. W.

CONCORDIA CHRISTIAN FELLOWSHIP

Prayer meetings from 12:30 - 1:00 p.m. and from 4:15 - 5:15 p.m., Belmore House, 3500 Belmore Ave., behind the Campus Centre.

CONSERVATORY OF CINEMATOGGRAPHIC ART

L'une chante, l'autre pas (Agnès Varda, 1976) (French) with Valérie Mairesse, Robert Dadiès, Thérèse Liotard, Gisèle Halimi, Dominique Ducros and Ali Raffi at 8:30 p.m. in H-110, Hall Bldg. \$2.

LOYOLA FILM SERIES

Picnic at Hanging Rock (Peter Weir, 1983) with Rachel Roberts, Dominic Guard and Helen Morse (110 mins.) at 7:00 p.m.; (Please confirm by calling 848-3878) *The Settlement* (Howard Rubie, 1984) with Lorna Lesley, Bill Keer and Joh Jarratt (96 mins.) at 9:00 p.m. in the F. C. Smith Auditorium, 7141 Sherbrooke St. W. Loyola campus. FREE.

SPARKLERS OF CONCORDIA

Wine and Cheese Party from 7:30 - 10:00 p.m. in room H-762, Hall Bldg.

THURSDAY 23

ANTHROPOLOGY OF THE SENSES LECTURE SERIES

Marc Lalonde on *The Power and Paradox of the Taste Process* at 6:00 p.m. in room H-762-1-2-3, Hall Bldg. FREE.

CAMPUS MINISTRY

Holy Thursday at 7:30 p.m. with Groum Tesfaye, SJ presiding at Loyola Chapel, 7141 Sherbrooke St. W.

DOCTORAL THESIS DEFENSE

Norman Daniel Ryan on *Work Hardening, Strength, Resorative Mechanisms, and Ductility in the Hot Working of 300 Series Stainless Steels* at 10:00 a.m. in room H-929-23, Hall Bldg.

FINE ARTS VISITING LECTURERS' COMMITTEE

Prof. David W. Yoken, Percussionist/Composer in video presentation with lecture and discussion at 7:00 p.m. in room H-110, Hall Bldg. FREE.

LONERGAN UNIVERSITY COLLEGE

Ron Rudin, History Dept., Concordia, on *Internationalizing Québec History* between 4:00 and 5:30 p.m. at 7302 Sherbrooke St. W. For information, call 848-2280.

FRIDAY 24

UNIVERSITY CLOSED - GOOD FRIDAY

CAMPUS MINISTRY

Good Friday at 3:00 p.m. with Joe Cassidy, SJ presiding at Loyola Chapel, 7141 Sherbrooke St. W.

CONSERVATORY OF CINEMATOGGRAPHIC ART

Alamo Bay (Louis Malle, 1985) with Amy Madigan, Ed Harris, Ho Nguyen, Donald Moffat, Matino Lasalle at 7:00 p.m.; *Jeu de société (Drustvena igra)* (Srdjan Karanovic, 1972) (Yugoslavian with French subtitles) at 9:00 p.m. in H-110, Hall Bldg. \$2 each.

SATURDAY 25

CAMPUS MINISTRY

Easter Vigil at 10:00 p.m. with Robert Nagy presiding at Loyola Chapel, 7141 Sherbrooke St. W.

CONSERVATORY OF CINEMATOGGRAPHIC ART

Caffee Italia (Paul Tana, 1985) (Canadian with English subtitles) with Pierre Curzi, Toni Nardi and Aldo Nova at 7:00 p.m.; *Something in Between (Nesto ismedju)* (Srdjan Karanovic, 1983) (Yugoslavian

with English subtitles) with Caris Corfman, Predrag Miki Manojlovic and Dragan Nikolic at 9:00 p.m. in H-110, Hall Bldg. \$2 each.

SUNDAY 26

CAMPUS MINISTRY

Easter Sunday service at 11:00 a.m. only with Robert Nagy presiding.

CONSERVATORY OF CINEMATOGGRAPHIC ART

Next of Kin (Atom Egoyan, 1984) (Canadian - English) with Patric Tierney, Arsinee Khanjian, Berge Fazlian and Sirvart Fazlian at 7:00 p.m.; *Dur à avaler (Choking on Wild Strawberries)* (Srdjan Karanovic, 1985) (Yugoslavian with French subtitles) with Branko Cvejic, Predrag Miki Manojlovic, Aleksandar Bercek and Bogdan Diklic at 8:30 p.m. in H-110, Hall Bldg. \$2 each.

NOTICES

continued from The Backpage

University Alumni Association Inc. and directed by Trevor W. Payne at 8:00 p.m., Trinity Memorial Church, 5220 Sherbrooke St. W. Tickets \$15 per person, available at all Sam-the-Record-Man outlets. For information, call 848-3823 or 630-6840. *Proceeds will go toward Concordia University's 1988-89 Annual Appeal.*

CONCORDIA ART GALLERY

Exhibitions of the following until Apr. 8: Tim Zuck's *Architectonics*; Kathleen Munn's and Edna Taçon's *New Perspectives on Modernism in Canada*; Peter Powning's *Recent Ceramics* at 1455 de Maisonneuve Blvd. W. Gallery hours are Mon.-Fri. 10:00 a.m.-8:00 p.m. and Sat. 10:00 a.m.-5:00 p.m.

LEGAL PROBLEMS? WE CAN HELP!

The Legal Information Service can help with information and counselling. We are located in Room CC-326, 7141 Sherbrooke St. West, and our telephone number is 848-4960. Office hours are Monday through Friday from 9 a.m. to 5 p.m. This service is free and confidential.

OMBUDS OFFICE

The Ombudspersons are available to all members of the University for information, advice and assistance with University-related problems. Call 848-4964 or drop into 2100 Mackay on the downtown campus; room 326, Central Bldg., west-end campus. Services of the Ombuds Office are confidential.

HEALTH SERVICES

A full range of medical services offered. No appointment necessary. Drop in or call: SGW: 2155 Guy (ER), Suite 407, local 3565; LOY: 6935 Sherbrooke W. (CH), Room 101, local 3575.

THE RECORD LENDING LIBRARY

Classical, light classical, jazz & musical theatre Practice room with piano available. Come to AD-121, West-end campus., Monday Friday, 11 a.m. - 3 p.m. Show your I.D. card and take 3 records/tapes out for a period of 14 days. For more information, call 848-3510, 11 a.m.- 3 p.m. This service is free and sponsored by the Dean of Students Office.

Concordia Daycare

September Registration is open

for 5 year old children in a French immersion

kindergarten class of 15

Open: 8:00 a.m. - 6:00 p.m.

Monthly Fee: \$320 full time

For more info call: 848-8789

THE BACK PAGE

Nina Dunn 848-4881

EVENTS

THURSDAY 16

ANTHROPOLOGY OF THE SENSES LECTURE SERIES

Anthony Synnott on *The Pentagon Complex: The Anthropology of Touch* at 5:30 p.m. in room H-762-1-2-3, Hall Bldg. FREE.

CAMPUS MINISTRY

Salvadoran Evening at 5:00 p.m. Call Peter for more information at 848-3586.

CONCERT

Charles Ellison and Voices. Original compositions and jazz classics will feature 12 piece ensemble at 8:00 p.m. in the F.C. Smith Auditorium, 7141 Sherbrooke St. W. FREE.

DEPT. OF ENGLISH

Eve Kosofsky Sedgwick, Duke University on *Billy Budd: After the Homosexual* at 8:30 p.m. in room H-767, Hall Bldg.

GEOLOGY SEMINAR

Mr. B. Chanda, Director, Iron Ore Co., Sept-Îles, Québec on *Minerals for New Materials* from 1:00 - 2:00 p.m. in room DS-229-1, 7141 Sherbrooke St. W. All welcome.

HEALTH SERVICES

Nutrition Information: check your height, weight & body mass index. Free food tips and samples from 11:00 a.m. - 2:00 p.m. at the Loyola Campus Centre.

LONERGAN UNIVERSITY COLLEGE

Stuart B. Hill, Entomology Dept. & Director, Ecological Agriculture Projects, McGill on *Eco-Values, Eco-Vision, Econ-Action: The Healing and Evolution of Person and Planet* between 4:00 - 5:30 p.m., 7302 Sherbrooke St. W. For information, call 848-2280.

SACRED MUSIC HOUR IN THE CHAPEL

An hour of recorded music, Gabriel Fauré's *Requiem* will be played from 1:00 - 2:00 p.m. in the Loyola Chapel, 7141 Sherbrooke St. W. Any quiet, respectful activity is suitable. Please feel free to arrive or leave quietly at any time during the hour.

SCHOOL OF COMMUNITY AND PUBLIC AFFAIRS

Prof. Abraham Rotstein, University of Toronto on *Recurrent Dilemmas in Canadian History* from 8:00 - 10:00 p.m. at 2149 Mackay St. basement lounge. For information, call 848-2575.

SCIENCE COLLEGE

PUBLIC LECTURE SERIES

Dr. John Conway, Princeton University on *Games and Numbers* at 8:30 p.m. in room H-110, Hall Bldg. For information, call 848-2595.

SPARKLERS OF CONCORDIA LECTURE

The Shifting Continents by E. Procyshyn, Research Geologist and Lecturer at 3:00 p.m. in room H-762, Hall Bldg.

FRIDAY 17

CONCERT

Joe Sullivan Quintet: Jean Fréchette, saxophone; Yves Boisvert, drums; Guy Boisvert, bass; Normand Deveau, piano; Joe Sullivan, trumpet at 8:00 p.m. in room RF-110, 7141 Sherbrooke St. W. FREE.

ENGINEERING & COMPUTER SCIENCE FACULTY COUNCIL

Meeting at 2:00 p.m. in room H-769, Hall Bldg.

GALA CORMORANT BOOK LAUNCHING

Blue Sand, Blue Moon by Mark Abley, *The Guerrilla Is Like A Poet* by Robert Majzels and *When The Words Burn: An Anthology of Modern Arabic Poetry, 1945-1987* by John Asfour. 8:00 p.m., room H-435, Hall Bldg.

ISSUES IN EDUCATION; ACCESSIBILITY

Finance of Post-Secondary Education; Who is to Pay? featuring speakers and panelists at 3:00 p.m. in room H-110, Hall Bldg. The floor will be open to discussion. For information, call 848-7474. Presented by CUSA in collaboration with Concordia Deans and the Rector's Office.

PhD WORKSHOP -

VISITING SPEAKER SERIES

Dr. William Cooper, Queen's University will speak on *The External Control of Individuals* in room GM-403-02 and Michael Maingot, University of Ottawa on *Issues in Public Sector Accounting* in room GM-503-48, both at 1550 de Maisonneuve Blvd. W. from 2:00 - 4:00 p.m. Coffee will be served. Contact Prof. Gary Johns at 848-2914 for information.

WOMEN'S CENTRE

Bi-the-Way self-help and discussion group for bi-sexual women at Concordia from 7:00 - 10:00 p.m. at 2020 Mackay St. For information, leave message for Elyse at 848-7431.

SATURDAY 18

CONSERVATORY OF CINEMATOGRAPHIC ART

WINNERS OF THE 1987 CANADIAN STUDENT FILM FESTIVAL Part 1 at 7:00 p.m.: *Out On a Limbo; Human on My*

Faithless Arm; Clochard dans l'âme; Psychic Avenger. Part 2 at 9:30 p.m.: *Heartline; Bridging the Gap; The Sisters of Gion; Moi aussi; La Rivière rit; Fish Story* in H-110, Hall Bldg. \$2 each Part.

SUNDAY 19

CONSERVATORY OF CINEMATOGRAPHIC ART

WINNERS OF THE 1988 CANADIAN STUDENT FILM FESTIVAL at 7:00 p.m.: *Low Blow; Waving; Sales images; Valley of the Moon; Docteur Inc.; Not Not;*

Nivis; Store Window Broken; Comme hier matin; All in Passing; Across the Street. At 9:30 p.m.: *Super Maire* (Jean-Claude Lauzon, 1979) (Canada - French) and *Un zoo la nuit* (Jean-Claude Lauzon, 1987) (Canada - English subtitles) with Gilles Maheu, Roger Le Bel, Lynne Adams, Germain Houde and Lorne Brass in H-110, Hall Bldg. \$2.

SUNDAY EUCHARIST

Palm Sunday with Marc Gervais presiding at 11:00 a.m. and Robert Nagy presiding at 8:00 p.m. in the Loyola Chapel, 7141

continued on page 15

NOTICES

REGISTRAR'S OFFICE

ALL STUDENTS COMPLETING CERTIFICATE, DEGREE OR DIPLOMA REQUIREMENTS THIS SUMMER WHO THEREFORE EXPECT TO GRADUATE THIS FALL MUST APPLY TO DO SO BY JULY 15, 1989.

FALL 1989 GRADUATE APPLICATION FORMS ARE AVAILABLE AT THE REGISTRAR'S SERVICES DEPARTMENT ON EACH CAMPUS: DOWNTOWN N-107, WEST-END AD-211.

STUDENTS WHO DO NOT APPLY BY JULY 15 WILL NOT GRADUATE THIS FALL.

CPR COURSES

CPR Heartsaver Course - 6 hours for life. Mar. 18 or Apr. 8. The course includes rescue breathing and one person cardio-pulmonary resuscitation (CPR), management of the obstructed airway and infant and child resuscitation. **CPR Refresher Course - 8 hours for life.** Apr. 9. This course is offered to people certified in the CPR Basic Life Support course who want to renew their certification and update their knowledge. Contact Occupational Health & Safety at 848-4877.

CONCORDIA OUTDOOR CLUB

Back Country Ski Trip March 17, 18, 19 at Tremblant. \$40 includes transportation, lodging and instruction. For information, contact Greg or Sally at Athletics Victoria Gym 848-3860.

SKATING WITH THE BLIND ON FRIDAYS

At 8:45 - 10:00 a.m. on the Loyola rink. We need volunteers!! For information and skating schedule, call Bob Nagy at 848-3587.

LACOLLE CENTRE

March 17 *Responding to Art Critically* with Stanley Horner; April 8 *Managing Time and Energy Effectively* with Kathryn Mc-Morrow; April 15 *You and Your Aging Parents* with Libby Monaco and Pauline Paterson; May 15-17 *Women's Ways of Knowing* with Mary Belenky & Friends. For more information, call 848-4955.

THE MONTREAL JUBILATION GOSPEL CHOIR

March 18 & 19: Presented by the Concordia

continued on page 15

UNCLASSIFIED

FOR SALE

1988 Miehle Gara Racing Bike, Shimano 600 Altegra components. New: \$850. Asking: \$650. Days: Robert 521-0010.

WANTED TEMPORARY HELP

Babysitter to assist in the care of 3 small children. Days flexible. Westmount area. Call evenings 487-2193. References requested.

HOME IN FLORIDA FOR SALE

Fully furnished one bedroom, 2 bathroom unit; front & back lawns; quiet development in Boynton Beach, pool, clubhouse. \$35,000 US. Call 931-4430 evenings.

LEARN A NEW LANGUAGE, SWAP YOUR MOTHER TONGUE!

Reciprocal Conversation Lessons in French, Spanish, Chinese, Italian, ETC... **TROTEL THE LANGUAGE EXCHANGE 272-8048.**